




EARLY YEARS INITIAL TEACHER TRAINING:

Investigating the challenges faced and potential impact of Early Years Initial Teacher Training (EYITT) trainees on leading practice in the early years during their training programme.

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Background Information

- The Department for Education statistics on 'Initial Teacher Training: training number census 2017-2018'(DfE 2017) demonstrate that there have been fewer trainees enrolled on EYITT courses nationally (595 trainees, 25 fewer than last year). This has fallen short of the Government's target of 2400 trainees, which is the third year that the numbers for EYITT programmes has fallen according to the census.
- The University of Worcester currently delivers the Early Years Initial Teacher Training programme following a revision of the previous programme and its previous occurrences as Early Years Professional Status (EYPS) and Early Years Teacher Status (EYTS), with the inclusion of the Teachers' Standards (Early Years) (2013).
- The title of the research has developed following discussions with trainees currently on the programme, alumni and discussions held at the EYITT National Harmonisation meetings whereby trainees do not always feel valued as 'Early Years Teachers', with some settings and schools having misconceptions about the programme and the trainee.

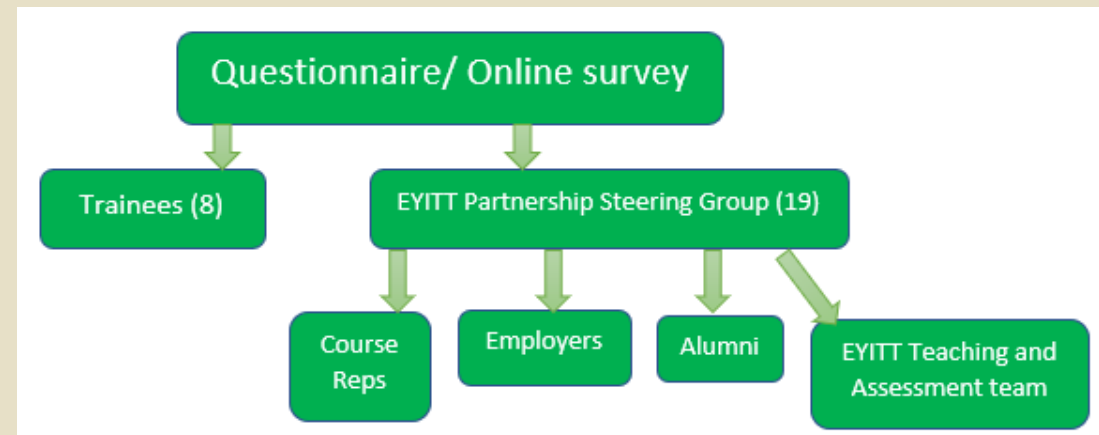
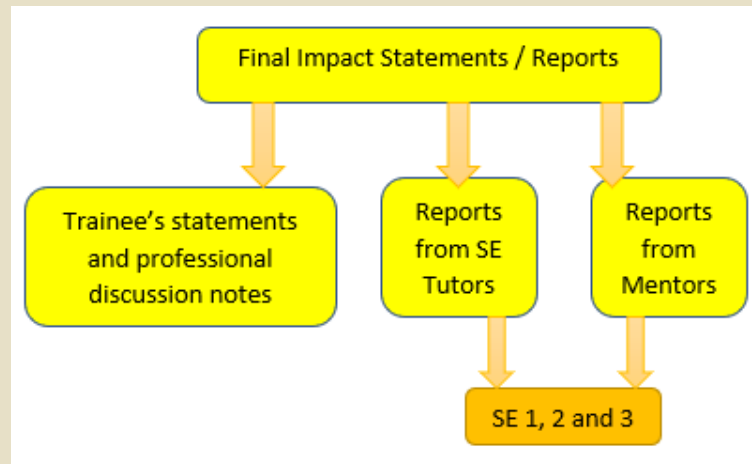
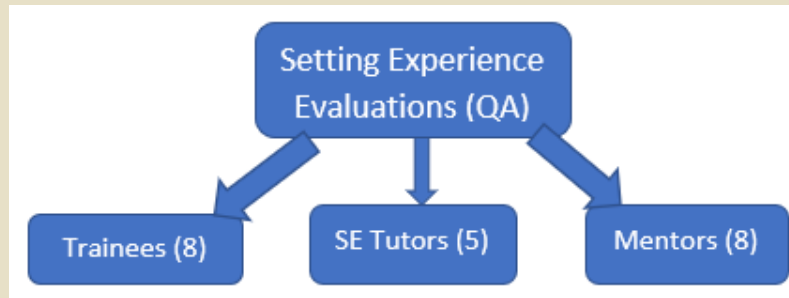


Research intentions

- I propose to research how we could manage misconceptions of the status of Early Years Teachers, drawing on the experience of mentors, current trainees and graduate Early Years Teachers and to explore the challenges faced and the potential impact our EYITT trainees have in leading practice in the early years.
- This research has the potential to highlight the value of Early Years Teachers in practice and may be disseminated to a wider audience.

Methodological approach and sample

Interpretivist approach adopted to explore the trainee perspective, perspectives from mentors, alumni, EYITT team and Steering group members (including employers).



Emerging themes may include trainee's confidence, competence in practice, skills and knowledge in addition to values and challenges experienced on the programme.

The Value of EYITTs/ EYTS/EYPS


- What are your thoughts?

Misconceptions about EYITT

- What do you think these could be?

Experiences of existing/ alumni EYITT/EYTS/ EYPS

- Share your experiences.
- Discuss the potential challenges faced by EYITT/EYTS/EYPS.



Current reports...MPs and Ministers have been warned that the early years workforce is at risk.

It comes after academics from over 20 universities have come together and signed a letter. The letter outlines that since the publication of the workforce strategy, there has been no talk of a consultation, something Nursery World have now reported, will not take place.

"NDNA hopes that DfE ministers act on the letter penned by academics at more than 20 universities about giving early years teachers the same professional status as school teachers.

"Our workforce survey earlier this year uncovered a recruitment and retention crisis that is threatening the private, voluntary and independent nursery sector. These nurseries offer flexible, high-quality early education and childcare and make up the largest proportion of providers in England. Without these nurseries, the Government's vote-winning pledge of 30 hours per week of funded childcare for three and four year olds will fail.

"Qualified staff are leaving the sector and nurseries aren't able to replace them. This will eventually impact on quality of early years education they can deliver. The main reason for this is low pay, caused by years of underfunding of 'free' childcare places.

"As well as poor pay, talented graduate practitioners are turning away from the private nurseries sector because the status is not on a par with that of teachers in schools. NDNA has been consistently highlighting the need for this professional status to be recognised at the same level as Qualified Teacher Status.

"As set out in our workforce survey report, the DfE must carry out a rigorous cost analysis of childcare delivery in partnership with a sample of nurseries. Funding for the 'free' entitlement needs to reflect this actual cost of delivery and support nurseries with their recruitment and retention costs of graduates.

"Crucially, the Government must honour its commitment within its early years workforce strategy by investing in the workforce and promoting early years as an attractive career option for all practitioners." Purnima Tanuku OBE, Chief Executive, National Day Nurseries Association (NDNA 2018).

Nursery World reports

Universities call for action on Early Years Teacher Status. A letter signed by academics from more than 20 universities is being sent to MPs and ministers this week, warning that the early years graduate workforce is at risk.

https://www.nurseryworld.co.uk/nursery-world/news/1164444/universities-call-for-action-on-early-years-teacher-status?utm_content=&utm_campaign=18.05.18%20NW%20Update%20&utm_source=Nursery%20World&utm_medium=adestra_email&utm_term=http%3A%2F%2Fwww.nurseryworld.co.uk%2Fnursery-world%2Fnews%2F1164444%2Funiversities-call-for-action-on-early-years-teacher-status

Lack of action threatens Early Years Teacher Status. Frustrated university lecturers have said inaction by the Government over Early Years Teacher Status risks the loss of a graduate-led workforce in the sector.

<https://www.nurseryworld.co.uk/nursery-world/news/1164394/lack-of-action-threatens-early-years-teacher-status>

A course of neglect for Early Years Teacher Status. With no apparent action on Workforce Strategy promises for EYTs, the prospect of a graduate-led workforce is diminishing

<https://www.nurseryworld.co.uk/nursery-world/opinion/1164390/a-course-of-neglect-for-early-years-teacher-status>

Early Years Teachers 'doing more work for same pay'. Most early years teachers don't receive graduate-level pay, unlike the majority of those with Qualified Teacher Status, a survey has found.

<https://www.nurseryworld.co.uk/nursery-world/news/1164193/early-years-teachers-doing-more-work-for-same-pay>

Survey reveals barriers to training and employing EYTs. Findings from a survey by Save the Children in collaboration with Nursery World reveal the barriers to employing and becoming an Early Years Teacher (EYT).

<https://www.nurseryworld.co.uk/nursery-world/news/1163363/exclusive-survey-reveals-barriers-to-training-and-employing-eyts>

Early Years Teacher trainees down for a third year. New statistics show that the number of students starting Early Years Initial Teacher Training (EYITT) is continuing to fall with just 595 new entrants in 2017-18.

<https://www.nurseryworld.co.uk/nursery-world/news/1162996/early-years-teacher-trainees-down-for-a-third-year>

Reference List

DfE (2017) Initial Teacher Training (ITT) Census for the academic year 2017 to 2018, England Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663141/SFR68_2017_Text.pdf (Accessed 04 June 2018)

NDNA (2018) NDNA responds to academics letter about status of EYTss. Available from: https://www.ndna.org.uk/NDNA/News/Latest_news/2018/NDNA_responds_to_academics_letter_about_status_of_EYTss.aspx (Accessed 04 June 2018)